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ABSTRACT

Community education programs have seldom presented quantitative data to validate the usefulness of the program. This study was an attempt to establish a beginning community education program while planning for quantitative evaluation from the initiation of the project. Based on a group process, community residents were involved in the development of a 49-item Likert-formatted survey instrument which was administered to a one percent, random, stratified sample of a southwestern metropolitan city. The instrument dealt with community concerns about education. Based on the factor analysis, analysis of variance, Scheffe tests, and Spearman Rho rank order correlations among teacher, parent, and community respondent groups, a community education plan was designed for the elementary school in the area. One of the four components developed was analyzed in detail using a separate-sample pretest-posttest control group design to test eight hypotheses regarding the effect of the program on parental perceptions of the school. The results indicated that community education can be an effective force in modifying parental perceptions of the school in a positive direction. (Author/KC)

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EFFECTS OF A COMMUNITY EDUCATION COMPONENT ON PARENTAL PERCEPTIONS OF THE SCHOOL

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EFFECTS OF A COMMUNITY EDUCATION COMPONENT ON PARENTAL PERCEPTIONS OF THE SCHOOL

A Collaborative Data Based Approach to Program Design

Community education has recently evolved as a controversial but increasingly popular component of the American educational system. The movement has continued to flourish despite few reports in the literature of controlled, experimental designs to test the validity of the concept.

The purpose of this study was development of a community education component which was designed from its inception to serve local needs and to test the effectiveness of the community education concept, on a limited basis, in an experimental manner.

In developing the project, the following cycle was applied:

1. Determination of locally perceived needs using a quantitative process;
2. Design of an appropriate community education component based on the needs identified; and,
3. Assessment of the impact of the community education component developed using experimental design.

Throughout the study, the six components of community education, as outlined by Seay (1974) were used as the guidelines for program development.

The process of involving the community in an educational project in this study occurred within the framework of a 1978, five-year Teacher Corps project located in a metropolitan area (population approximately 200,000) in the southwestern part of the United States. The project is referred to as the Southwestern Project in this study.

One mandate of 1978 Teacher Corps projects was implementation of community involvement in education through an elected Community Council. The Community Council, which had parity with the other two project participants--the university and the local school district--was required by federal legislation to be actively involved in the planning, implementation, and evaluation of the entire Teacher Corps project.

One fundamental tenet of community education is the participation of the community in the design of educational programs. Within the Teacher Corps framework, the Community Council (with the university and the local school district), initiated a collaborative effort to obtain baseline data about community educational concerns as related to three project schools--an elementary, a junior high, and a senior high school--hereafter referred to as the Elementary, Junior High, and Senior High schools. An attempt was made to quantify data objectively so that programmatic decisions could be made with more objectivity than usally attends initiation of community education programs.

After ascertaining from a review of the literature that no instrument currently was available which fit the needs of the community, a survey was developed and entitled the Community Concerns Survey (CCS.) The CCS was administered to teachers and administrators at all three schools, to the Community Council, and to a one percent, random, stratified sample (stratified both by ethnicity and by income) of the community surrounding the three site schools.

The Community Concerns Survey (CCS) was developed through a nominal group process approach as described by Delbecq and Van de Ven in Bennis, Benne, Chin and Corey (1976.) Fifty-eight educational concerns were

identified by the Community Council, staff members of Teacher Corps, and representatives of the university and of the school district. Four or five statements were then designed to reflect each of the concerns. Statements were worded in a Likert format; that is, each statement was worded so that an individual could respond to an item with one of the folowing terms:

Strongly agree (6);

Agree (5);

Tend to agree (4);

Tend to disagree (3);

Disagree (2); or,

Disagree strongly (1.)

From this pool of approximately 250 items, Teacher Corps staff members and committee members selected the sixty-five best items. These items were then judged and modified by several project committees representing the schools (teachers, administrators and supervisory personnel), the university, and the community, until fifty items were selected. The Policy Board of Teacher Corps, after a few alterations, accepted the instrument developed with forty-nine items, a demographic data sheet, and a cover letter explaining to the respondents the purpose of the survey. (A copy of CCS items appear on Table 2 of Appendix C.)

The survey was administered to the faculties of the three site schools. The survey was also administered to a one percent sample of the community surrounding each of the three site schools. A sample of 400 community residents was chosen for the study because the population of

the area surrounding the schools involved was approximately 40,000 (as per Cornett and Beckner, 1975.) Random sampling with replacement for income stratification and ethnic representation by population ratio for Whites and Hispanics were used as the bases of the sample in the study based on U. S. Census data.

Interviews were conducted by pairs of interviewers who wore identifying name tags. Interviews were conducted on site and survey forms were not left overnight. Interviewers were trained and participated in simulations before interviewing (Stark, 1978.) The first ten cases for each team were trial cases not counted in the sample. The surveyors also received a brief orientation to the project and to the purpose of the survey, as well as tips on how to interview. Since the area surveyed was high density Hispanic, the survey was available in both English and Spanish, and each team had one Hispanic interviewer. Days and times for interviews were randomized, as well as site selection.

The total number of respondents who participated in the survey was 543. Respondents consisted of 112 teachers and administrators from the three site schools (an 88.8 percent rate of return) and 431 community residents. A Cronbach Alpha coefficient of reliability of .915 was obtained for the instrument, and the Community Council, in a validation process, indicated that the final instrument was highly representative of the original concerns they generated in the nominal group process earlier described. (See Appendix A.)

Respondents to the survey included fourteen groups: teachers and parents from each of the three schools; non-parent residents of the

areas surrounding each of the three schools; the Community Council; all teachers, all parents, and all non-parent residents--each considered as a separate group; and, all respondents considered as one group.

The means for all forty-nine items were ranked in order of descending magnitude for each of the fourteen groups. The highest mean in each group received a rank of one, while the item with the lowest mean for that group received a rank of forty-nine. Spearman's rho rank order coefficient of correlation was determined among the various groups for each of the three schools; in other words:

1. Parents versus teachers;
2. Parents versus non-parent community residents; and,
3. Teachers versus non-parent community residents.

When Spearman's rho was calculated for these groups, parents and non-parent community residents surrounding each school were found to be responding in essentially the same manner. When teacher responses were compared to those of community residents (both parents and non-parents surrounding each school), the rho values indicated that teachers and community residents were responding, essentially, in different ways to the instrument. (The Spearman rho values appear in Table I.)

At this point, statistical analyses for the purpose of program design proceeded independently for each of the three schools. For the sake of brevity, only the analyses applied to the elementary school will be reported in this study, although the procedures used in designing the elementary program were also applied to the design of the junior and senior high school programs.

TABLE I

SPEARMAN RHO RANK ORDER CORRELATIONS

Rho for Community (Parents and Non-Parents) Versus Teachers			Rho for Non-Parent Community Residents Versus Parents		
High School	Junior High	Elementary School	High School	Junior High	Elementary School
.15	0	.065	.78	.55	.75
±	±	±	*	*	*

± Not statistically similar

* Statistically the same

The elementary school data was analyzed in several different ways. First, the ranked means of the responses of the community surrounding the elementary school and the responses of elementary teachers were examined for patterns. Two trends were noticeable:

1. On some items, there appeared to be consensus; that is, two of the top three ranked means and one of the lowest two ranked means were identical for the two groups. On two items (from the highest ranked means) both groups were indicating that they were in strong agreement with the statement. On one item (from the lowest two ranked means) both groups were indicating that they were in strong disagreement with the statement. These three items were labeled consensus items and appear in Table II. (Means and rankings appear in Appendix B.)

2. On the other forty-four items, the two groups seemed to be in diagreement; thus, further analyses of items on which groups differed in response were needed to identify trends among these items to develop a program design.

Analysis of variance (ANOVA) was applied to the data to compare responses among parents, community residents and teachers at the elementary school. The ANOVA procedure identified those items on which groups were differing in a statistically significant manner; however, forty items showed a significant difference, using the Statistical Package for the Social Sciences in computer analysis. To determine the degree to which groups were differing on items, Scheffe tests were run. The Scheffe test was chosen because it was the most conservative test applicable in this case. Scheffe tests were first run at the .05 level

TABLE II

COMMUNITY CONCERNS SURVEY FOR THE ELEMENTARY SCHOOL
SUMMARIZED FOR CONSENSUS ITEMS

Items on which all respondent groups (parents, teachers, community residents) agreed:

Items marked in the "strongly agree" category by all groups and which appeared in the top five rankings--

8. The school should promote appreciation of all cultures.

12. The school should have a staff person available who is able to talk with parents who do not speak English.

Item marked in the "strongly disagree" category by all groups and which appeared in the lowest three rankings--

48. The educational program and facilities are about the same throughout the city.

of significance; however, there were still too many items involved at this stage of analysis for program design purposes. Thus, the Scheffe tests were repeated at the .01 level of significance. This procedure finally reduced the number of items showing a significant difference between teachers and the community to twenty.

Twenty diverse items, however, were considered to be a large number for use in program design. To reduce or rearrange the data into smaller components, a factor analysis was performed. Using only factors with an Eigenvalue greater than 1.0, four factors were identified. When these four factors were used as a global view of the data collected, forty-two of the forty-nine items on the survey were included and seventy-nine percent of the variance of the total survey was accounted for by the factors. (Factor loadings appear in Appendix C.) All community residents and teachers, over 500 respondents, were used as the basis of the factor analysis.

All twenty of the items identified, using the ANOVA procedure and the Scheffe test (.01 level of significance), to compare the responses of the residents of the elementary school area and the elementary teachers appeared in the first three factors of the factor analysis. The first factor included items which appeared to be related to attitudes, behaviors or actions which were concerned with how the school was organized to deal with many variations which occur in students. For this reason, Factor One was named "School Organization for Student Variability."

Factor Two seemed to reflect attitudes and practices about the interactions which occur between the school and the community. For

example, some of these items dealt with parent knowledge of activities at school and degree of support of these and/or possibly new activities. Factor Two was named "School/Community Interaction."

Factor Three appeared to deal with concepts such as the effect of the physical school plant on the student and the effect of home support for learning on student achievement. For this reason Factor Three was named "School/Community Environment."

The items which showed a significant difference between teacher and community groups for the elementary school in Factor One appear in Table III, while those for Factors Two and Three appear in Tables IV and V respectively. (Scheffe values appear in Appendix D.)

Based on the information obtained from the Community Concerns Survey, a Community Education Plan (CEP) was developed for the elementary school in the project. The primary focus of the CEP was parental involvement with the school to facilitate home/school communication and interaction for the benefit of students. The belief that parents should be involved in the formal education of their children, as Mattox and Rich stated in 1977, is a commonly accepted concept:

> The research data of the last decade on the importance of the home as the critical institution in determining a child's success is formidable. In study after study, Bloom, Coleman, Jencks, the home and the community have been identified as vital influences intimately linked with student success. (p. 29)

Philosophically, the CEP for the elementary school was based upon several implicit assumptions which are summarized in the following paragraphs.

TABLE III

ITEMS FROM FACTOR ONE WHICH WERE SIGNIFICANTLY DIFFERENT AT THE .01 LEVEL USING SCHEFFE'S TEST

Item	Statement
17.	Most teachers attempt to understand the home conditions of their students.
26.*	Teachers know the parents of most of the students they teach.
38.	Most teachers try to understand the problems of students who speak English as a second language.
42.	Teachers sometimes contact parents to tell them something good their child has done.
49.*	Schools have enough special projects and classes for students who are exceptionally bright.

* Community agreed more stongly with these items than did the teachers.

TABLE IV

ITEMS FROM FACTOR TWO WHICH WERE SIGNIFICANTLY DIFFERENT AT THE .01 LEVEL U$ING SCHEFFE'S TEST

Item	Statement
9.*	Young students who speak mostly or all Spanish learn more effectively when they are in bilingual education classes.
24.*	The school should offer a variety of night courses for adults.
30.*	Parents would support the school, if they understood more about the schools' programs and activities.
39.*	More organized activities should be available to students after school hours.

* The community agreed more strongly with all of these items than did the teachers.

TABLE V

ITEMS FROM FACTOR THREE WHICH WERE SIGNIFICANTLY DIFFERENT AT THE .01 LEVEL USING SCHEFFE'S TEST

Item	Statement
19.*	Teachers are more effective when they have smaller groups of students in the classroom.

* The community agreed more strongly with this statement than did the teachers.

Opportunities to obtain skills which enable one to gain better control of, or to enjoy more fully, one's life situation lead to increased feelings of positive self worth and to greater competency in dealing with one's environment. The more competent an individual becomes, whether he or she is a parent or a non-parent, the more beneficial his or her influence will be on those children with whom he or she has contact (Gordon, 1978).

The more opportunities community residents and school personnel have to interact, the greater the probability that students' total life environment will be enriched by contact with these adults (Rutter & Associates, 1979). Programs which tend to maximize interaction between community residents and school personnel, therefore, have the potentiality to enrich the lives of students.

Community education is a process which seeks to maximize school/community/student interaction. The actual programs labeled "community education" are not as important as the gradual process of increasing the degree of interaction among school personnel, parents, non-parents, and students within a school area (Minzey & LeTarte, 1976). The process of interaction, rather than the specific program, is of chief importance in the community education concept.

In the beginning stages, a community education program need not be elaborate, but it does need to be successful so that a more effective program can later develop; that is, participants need to feel successful in the beginning phases of the community education program so they will be encouraged to participate more fully in later processes. Following this procedure, participants may gradually

learn skills which enable them to become active community residents who know how to use the facilities and processes already available to them but which they may not understand well enough to use initially (Seay & Associates, 1977.)

Finally, the assumption was made that any community education program has more likelihood of being successul if it meets needs which have been expressed by the community (Santellanes & Wood, 1977.) Thus, the Community Education Plan for the elementary school was based upon the concerns identified in the Community Concerns Survey.

The Community Education Plan designed consisted of four major components: (1) A school volunteer program; (2) A program of evening seminars for community adults; (3) A collaborative effort to establish a communications system within the school area; and, (4) A Parent Tutoring Project. Each of these components had more than one emphasis and was based upon the expressed concerns of the community and school personnel in the elementary school area.

The basic goals of the Community Education Plan were developmental in nature; that is, some components of the CEP would not result in the final product or process desired, but each component would aid in gradual progress toward the attainment of overall goals. The general goals of the Community Education Plan were as follow:

1. To initiate positive school/community interaction as a process;

2. To aid in the process of fostering utilization of facilities, processes, and organizations already in existence; that is, to aid individuals in knowing how to use those avenues of controlling their

environment which were already available to them but which they did not initially know how to use;

3. To meet some of the concerns identified in the Community Concerns Survey so that feelings of success were engendered in participants in the program;

4. To encourage feelings of success as individuals participated in community processes so they would be likely to continue participation in the process of developing a sense of community;

5. To increase individuals' awareness of their own and their community's and school's potentials; and,

6. Through positive adult development, enhance the environment in which students live so that students will attain greater achievement both in school and in society.

The Community Involvement Seminars, from the four components of the Community Education Plan (Parent Tutoring Project, communications system—including Neighborhood Analysis and a resource guide—the volunteer program, and the Community Involvement Seminars), were selected as a unit to demonstrate the effectiveness of the program. Evaluation techniques were also utilized with the other components of the program, but not in great detail. The CIS occurred first in the series of components and were, therefore, not subject to as many intervening variables as the other components. The effects of the other components would probably have shown a great deal of interaction between the programs; therefore, the CIS was selected for detailed evaluation before the other programs were enacted.

The evening seminars for adults were aimed at parents, teachers, and non-parents in the community. The evening seminars were entitled, "Community Involvement Seminars" (CIS.) The CIS program consisted of a three week, one evening per week, series of seminars which lasted for approximately two hours each evening. A total of eight classes were offered including: defensive driving, how to complete income tax forms, physical fitness for adults, beginning guitar, nutrition, and three different classes on things parentscan do to help their children achieve more academically in school.

The classes offered were based upon a brief questionnaire given to parents. The questionnaire asked parents which types of classes they were most interested in having at the school. Classes met for approximately an hour; a coffee break of fifteen minutes was held in the cafeteria; classes then continued for another hour. Name tags were given to participants and informal socialization activities were held during the first session. All classes were free of charge, except for a small fee required by the state for the defensive driving class. Child care was provided for children not yet school age. Special learning centers utilizing university students as teachers were provided for the school aged children. The children's classes were entitled "Community Involvement Seminars for Kids" (CIS-K). Ninety-six persons attended the first session of the CIS including teachers, parents, children, non-parent community residents and Teacher Corps project staff members. The attendance continued at approximately the same level throughout the program. The Community Involvement

Seminars were designed to meet the concerns expressed in the Community Concerns Survey, which were as follows:

1. The CIS was a response to the indication by the community that residents wanted to have more night courses available through the school. (Based on item 24, Community Concerns Survey--CCS.)

2. The CIS was designed to enhance parental support of school and educational activities. The project hoped that participants would better understand school programs after being involved with school personnel and through the class content offered during the program. (Based on item 30, CCS.)

3. The CIS, through the Community Involvement Seminars for Kids, was designed to provide more activities for students and to serve as a field test for extended day activities to be implemented at a later date. (Based on item 39, CCS.)

4. The CIS was designed to provide more interaction, in an informal setting, for community residents, parents and teachers. This interaction was designed to promote better understandings among these groups, and to enhance knowledge about school operations upon the part of parents. (Based on items 17, 30 and 42, CCS.)

The Community Involvement Seminars were planned with evaluation as part of the program. Four methods, including both formal and informal types of evaluation, were employed to determine the effectiveness of the program, which were as follow:

1. A separate-sample pretest-posttest control group design as described by Campbell and Stanley (1963) was utilized to test hypotheses concerning the effectiveness of the program;

2. A Chi-square analysis as described by Spence, Cotton, Underwood, and Duncan (1976) was used to evaluate participants' responses to the program;

3. The Community Involvement Seminars were evaluated informally in terms of the six components of community education as described by Seay (1974); and,

4. A number of informal observations related to the effects of the program were also used to determine the effectiveness of the program. Each of these methods of evaluation will be described in the following paragraphs.

The Separate-Sample Pretest-Posttest Control Group Design

Because the project in which the Community Involvement Seminars (CIS) were conducted was federally funded, only persons living within a certain area were eligible to participate in the program; therefore, the researcher could not have control of subjects so that they could be randomly assigned to treatment groups. Campbell and Stanley (1963) have noted, however, when one cannot control randomization of treatment, one may still exert control over when and to whom observations are applied. "If there are comparable (if not equivalent) groups from which X [treatment] can be withheld, then a control group can be added" creating the separate-sample pretest-posttest control group design, which is a strong design both in terms of internal and external validity (Campbell & Stanley, p. 55; brackets by researcher.) A second elementary school, hereafter

labeled the "control school," serving approximately the same geographical area as the project Elementary School, hereafter labeled the "treatment school," was located six blocks from the project school. Demographically, the schools were almost identical although the control school served approximately 200 more students than did the treatment school. With the Teacher Corps Policy Board's permission, and with the cooperation of the principals of both schools, a pretest and a posttest were administered at both schools. The treatment school was the site of the Community Involvement Seminars. The control school received no special services from the project. Both schools were members of the same school district and maintain similar school policies.

At both schools, each grade level was indicated by a marker. For example, if there were four second grades, they were numbered one, two, three, and four. Two grades were selected randomly for the pretest. The remaining two grades were used for the posttest. Parents were asked to sign the pretest and posttest and to indicate their children's grade levels to insure separate samples for the pretest and posttest at each school; however, the parents' anonymity was preserved in every other way. Thus, each student in a randomly selected classroom took a pretest or a posttest home to his or her parents. Whether or not the parent responded to the survey was determined by the individual parents at both schools. The posttest included one question asking whether or not the parent had attended the Community Involvement Seminars. None of the parents at the

control school had attended the seminars. Parents who attended, and those who did not attend, the seminars at the treatment school were included in the posttest sample because the publicity surrounding the seminars could have an effect upon parental perceptions of the school, whether the parent attended the seminars or not. The pretest was administered at the control and treatment schools one week prior to announcement of the seminars. The posttest was administered one week after the close of the seminars at both schools. (The pretest/posttest instrument is located in Appendix E.)

The pretest/posttest instrument was designed to test eight research hypotheses concerning the treatment school which were as follows:

1. Parents will perceive an increased number of parent-school staff member interactions after the month of treatment;

2. Parents will perceive an overall increased number of parent-school staff member interactions for the current school year after treatment;

3. Parents will perceive that more teachers know them (parents) personally after treatment;

4. Parents will perceive that more teachers are known personally by them (parents) after treatment;

5. Parents will perceive the school as offering more opportunities for adults to learn new skills after treatment;

6. Parents will perceive the school as offering more educational opportunities for adults after the treatment;

7. Parents will perceive the school as offering more recreational opportunities for adults after treatment; and,

8. Parents will perceive an increased awareness of opportunity for parents and school staff members to become acquainted after treatment.

The underlying assumption in all eight hypotheses was that an increased number of parent-school staff member contacts is beneficial, rather than negative, as shown by Hick, Irvine and Associates (1979).

The instrument used for pretesting and posttesting the control and treatment schools consisted of eight items based on the preceding hypotheses, an item asking whether or not the Community Involvement Seminars were attended (on the posttest only), the parent's signature, and the grade level of the student. The instrument was basically a Likert formated survey with an overall Cronbach Alpha coefficient of reliability of .759 (N=180), which was considered to be a sufficiently high reliability for an instrument dealing with group analysis rather than individual diagnosis (Cronbach, 1970). The N of the various samples for pretests and posttests at the two schools varied, but were approximately 200 for each school. The posttest varied from the pretest on item 1 by having the month reflect the passage of time between the pretest and the posttest. All statistical tests were computerized using the Statistical Package for the Social Sciences (SPSS) by Nie and associates, with the exception of the Chi-square tests, which were computed by hand.

Since the two schools could not be completely equated according to a t-test between the two schools on the pretest, analysis of variance was used to determine acceptance or rejection of the research hypotheses after the posttest was administered. The pretest was used as the covariant. A t-test was also performed to compare the control school's pretest and posttest scores. The comparison showed no significant difference occuring on any item, as shown in Table VI. A similar t-test between pretest and posttest scores at the treatment school indicated significant differences (in a positive direction) for all items except item 3 (perception of number of school staff members who know the parent) and item 8 (perception of number of opportunities for parents and school staff members to become acquainted.) The pretest-posttest t-test for the treatment school appears in Table VII.

Using analysis of covariance, a significant difference ($p<.01$) was found for items 1, 2, 5 and 6 with the treatment school showing an increase in the mean in a positive direction in each case. Item 8 showed a significant difference ($p<.05$), with the mean showing an increase in the positive direction for the treatment school. (The analysis of covariance data appears in Table VIII.)

Based on the preceding information, the research hypotheses were evaluated in the following ways:

1. The hypothesis that parents would perceive an increased number of parent-school staff member interactions for the treatment month as a result of the Community Involvement Seminars was accepted ($p<.001$);

TABLE VI

T-TEST COMPARING RESPONSES TO PRETEST AND POSTTEST ITEMS AT THE CONTROL SCHOOL

Variable	N	Mean	SD	F-Value	Degrees of Freedom	Probability
1 Pretest	46	2.4565	2.084	0.33	45	0.745
1 Posttest		2.3696	1.420			
2 Pretest	78	4.6538	3.986	0.02	77	0.983
2 Posttest		4.6410	3.824			
3 Pretest	83	4.1566	3.455	-1.81	82	0.074
3 Posttest		5.2771	5.664			
4 Pretest	93	4.9677	4.071	-0.82	92	0.413
4 Posttest		5.4839	5.721			
5 Pretest	114	2.6754	1.266	1.35	113	0.179
5 Posttest		2.4912	1.123			
6 Pretest	107	2.6822	1.202	-0.93	106	0.354
6 Posttest		2.8037	1.059			
7 Pretest	105	3.2571	1.286	0.32	104	0.746
7 Posttest		3.2095	1.230			
8 Pretest	115	2.5130	1.252	0.06	114	0.950
8 Posttest		2.5043	1.079			

TABLE VII

T-TEST COMPARING RESPONSES TO PRETEST AND POSTTEST AT TREATMENT SCHOOL

Variable	N	Mean	SD	F-Value	Degrees of Freedom	Probability
1 Pretest	44	1.000	1.121	-2.43	43	0.019
1 Posttest		6.6136	15.169			
2 Pretest	44	2.9545	3.833	-2.88	43	0.006
2 Posttest		14.1364	25.555			
3 Pretest	44	3.2955	4.207	-1.27	43	0.211
3 Posttest		4.6591	6.061			
4 Pretest	44	3.6818	4.153	-2.02	43	0.049
4 Posttest		5.8409	5.937			
5 Pretest	44	2.0455	1.077	-2.66	43	0.011
5 Posttest		2.7500	1.587			
6 Pretest	44	2.2955	1.456	-2.44	43	0.019
6 Posttest		3.0455	1.539			
7 Pretest	44	2.3409	1.493	-2.29	43	0.027
7 Posttest		3.0909	1.682			
8 Pretest	44	2.4773	1.532	-1.17	43	0.248
8 Posttest		2.7955	1.456			

TABLE VIII

ANALYSIS OF COVARIANCE

VARIABLE 1

	Treatment School	Control School	Total
M	6.61	1.28	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	951.501	1	951.501	17.164	0.000
Within Groups Effect	10255.367	185	55.34		

VARIABLE 2

	Treatment School	Control School	Total
M	14.14	3.31	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	3973.186	1	3973.186	24.296	0.000
Within Groups Effect	30253.656	185	163.533		

VARIABLE 3

	Treatment School	Control School	Total
M	4.66	3.73	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	24.289	1	24.289	.905	0.343
Within Groups Effect	4694.969	185	26.838		

VARIABLE 4

	Treatment School	Control School	Total
M	5.84	4.17	
N	44	144	

	SS	DF	MS	F	Significance
Main Effect	101.855	1	101.855	3.579	0.060
Within Groups Effect	5265.125	185	28.060		

TABLE VIII-Continued

VARIABLE 5

	Treatment School	Control School	Total
M	2.75	2.19	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	12.703	1	12.703	6.525	0.011
Within Groups Effect	360.184	185	1.947		

VARIABLE 6

	Treatment School	Control School	Total
M	3.05	2.40	

	SS	DF	MS	F	Significance
Main Effect	14.320	1	14.320	6.947	0.009
Within Groups Effect	381.334	185	2.061		

VARIABLE 7

	Treatment School	Control School	Total
M	3.09	2.74	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	5.530	1	5.530	2.197	0.140
Within Groups Effect	465.719	185	2.517		

VARIABLE 8

	Treatment School	Control School	Total
M	2.80	2.22	

	SS	DF	MS	F	Significance
Main Effect	9.368	1	9.368	5.419	0.021
Within Groups Effect	319.836	185	1.029		

2. The hypothesis that parents would perceive an overall increased number of parent-school staff members interactions for the current school year as a result of the seminars was accepted ($p<.001$);

3. The hypothesis that parents would perceive that more teachers knew them (parents) personally after the treatment was rejected;

4. The hypothesis that parents would perceive that more teachers were known personally to them (parents) after the seminars was rejected;

5. The hypothesis that parents would perceive the school as offering more opportunities for adults to learn new skills after treatment was accepted ($p<.01$);

6. The hypothesis that parents would perceive the school as offering more educational opportunities for adults after treatment was accepted ($p<.01$);

7. The hypothesis that parents would perceive the school as offering more recreational opportunities for adults after treatment was rejected; and,

8. The hypothesis that parents would perceive an increased awareness of opportunity for parents and school staff members to become acquainted after treatment was accepted ($p=.02$).

Thus, based upon the preceding information, the conclusion was made that the Community Involvement Seminars were effective in accomplishing the tasks for which they were designed in terms of five out of eight hypotheses.

The Chi-Square Program Evaluation

To determine the effectiveness of the program, participants were asked to evaluate the Community Involvement Seminars each week by responding to a Program Evaluation Survey. Sixty-two persons responded to the survey instrument which is located in Appendix F. The survey consisted of ten items and has a Cronbach Alpha coefficient of reliability of .623 (N=62), which is considered a high enough reliability coefficient for program evaluation, according to Cronbach (1970). Three items on the survey pertained to the date, the class attended, and the type of respondent answering the survey.

If the program was ineffective, one would hypothesize that respondents (on a dichotomous item) would answer the item in equal numbers with "yes" and "no" or with a majority of "no's." Using a fifty percent expected frequency on dichotomous (or a 33.3-33.3-33.3 percent expected frequency on trichotomous) items, one could determine that the program was effective in meeting that particular criteria if the observed value exceeded the expected value at the .01 level of significance. Using the Chi-square test in this manner, the conclusion was made that the program was successful ($p<.01$) in terms of the seven items appropriate to the test, as shown in Table IX. (Percentages for the items are in Table X.)

Program Effectiveness in Terms of the Six Components of Community Education

The Community Involvement Seminars were designed as only one part of the Community Education Plan, and that plan was designed

TABLE IX

CHI-SQUARE VALUES FOR THE COMMUNITY INVOLVEMENT SEMINARS EVALUATION SURVEY

Variable	Category of Response	Expected Frequency	%	Observed Frequency
3-Did you enjoy the class?	Yes	30	50	60
	No	30	50	0
N = 60 df = 1 X^2 = 30 p>.01				
4-Was the class informative?	Yes	30.5	50	60
	No	30.5	50	1
N = 61 df = 1 X^2 = 57.065 p>.01				
5-Was the class size appropriate?	Correct Size	19.47	33.3	53
	Too Small	19.47	33.3	1
	Too Large	19.47	33.3	5
N = 59 df = 2 X^2 = 86.01862 p>.01				
6-Evaluation of Teacher's Performance	Excellent	15.25	25	55
	Good	15.25	25	6
	Fair	15.25	25	0
	Poor	15.25	25	0
N = 61 df = 3 X^2 = 109.22131 p>.01				

TABLE IX Continued

Variable	Category of Response	Expected Frequency	%	Observed Frequency
7-Did you learn what you expected to learn?	Yes	30.5	50	51
	No	30.5	50	10
N = 61 df = 1 X^2 = 27.557377 p>.01				
8-If offered, would you take the class (or a similar one) again?	Yes	30	50	60
	No	30	50	0
N = 60 df = 1 X^2 = 30 p>.01				
9-Was the fee for the class satisfactory?	Yes	19.5	50	39
	No	19.5	50	0
N = 39 df = 1 X^2 = 19.5 p>.01				

NOTE: Variables 1, 2 and 10 are not shown because they are not suitable to a Chi-square test. These 3 items deal with type of participant, the date and the class attended.

TABLE X

PERCENTAGE OF RESPONSES ON THE COMMUNITY INVOLVEMENT SEMINARS' EVALUATION SURVEY
N=63 (All 3 Sessions)

Variable	Type of Response	N	Percent
1-Type of Participant Type	No Response	4	6.5
	Parent	46	74.2
	Non Parent or Teacher	7	11.3
	Staff	5	8.1
		62	100.0
2-Session Dates	February 7	25	40.3
	February 14	21	33.9
	February 16	16	25.8
		62	100.0
3-Enjoyed the Class	No Response	2	3.2
	Yes	60	96.8
		62	100.0
4-Informative	No Response	1	1.6
	Yes	60	96.8
	No	1	1.6
		62	100.0
5-Class Size	No Response	3	4.8
	Right Size	53	85.5
	Too Small	1	1.6
	Too Large	5	8.1
		62	100.0
6-Evaluation of Teacher Performance	No Response	1	1.6
	Excellent	55	88.7
	Good	6	9.7
		62	100.0
7-Did You Learn What You Expected to Learn?	No Response	1	1.6
	Yes	51	82.3
	No	10	16.1
		62	100.0

TABLE X Continued

Variable	Type of Response	N	Percent
8-Would You Take the Class Again?	No Response	2	3.2
	Yes	60	96.8
		62	100.0
9-Was the Fee Satisfactory?	No Response	23	37.1
	Yes	39	62.9
		62	100.0
10-Class Attended	No Response	2	3.2
	Parents-I	7	11.3
	Parents-II	3	4.8
	Parents-III	2	3.2
	Income Tax	8	12.9
	PE	23	37.1
	Guitar	8	12.9
	Defensive Driving	8	12.9
	Nutrition	1	1.6
		62	100.0

only as a field test or device for building community education in later phases of the program; however, viewing the CIS in terms of the six components of community education as described by Seay (1974) could be useful in a non-quantitative evaluation of the program's effectiveness.

The CIS did not involve the total educational program for school age children (Component I), but children of all ages in the school were involved in the Community Involvement Seminars for Kids (CIS-K). The children's program was not, of course, a regular, daily educational component.

Component II, use of the school building for activities other than the daily school curricula, was utilized in the Community Involvement Seminars. Component III was also begun by offering additional programs for school age children and youth. The younger teenagers were readily absorbed into the program; however, when a repetition of the program is planned, special programs will be designed for teenagers, as they could probably profit more from activities planned just for them. Component IV (program for adults) was definitely a part of the Community Involvement Seminars, although the program was of short duration.

Component V (delivery and coordination of community services) was begun in the Community Involvement Seminars through interagency cooperation. Five agencies volunteered time and personnel including government agencies, university departments and services, and services from the school district, as well as volunteers from the community.

Only one phase of Component VI (community involvement) was initiated through the Community Involvement Seminars; however, three community residents who are currently serving on the Community Council have indicated that they became interested in serving on the Council as a result of having attended the CIS program. All three individuals had never before served in an elective office. While the Community Involvement Seminars did not meet all the criteria of the six components of community education, they seem to show definite evidence of progress in each of the six areas.

Informal Observations of Program Outcomes

Several informal observations were made which relate to the effectiveness of the program and are described in the following paragraphs.

Seven months after the Community Involvement Seminars, twenty adults were enrolled in the Adult Basic Education classes to obtain their General Education Diploma. All of these adults attribute their enrollment in the GED program to their contact with CIS. During the CIS, representatives from the GED program had a booth at break time. Although the GED program is located only ten blocks south of the treatment school, many adults did not know about the program. Approximately another dozen adults are interested in having a GED program at the treatment school beginning in the fall of 1980. Another adult has finished her GED program and has begun the nursing

program sponsored by the same institution. Two additional individuals have enrolled in the English as a Second Language program sponsored by the school district. In total, 28 percent of the parents enrolled in CIS are now enrolled in other educational programs, exclusive of those who have become involved with the university programs. An additional ten parents participated in the Parent Tutoring Program as a result of their contact with the school personnel during the Community Involvement Seminars. A number of parents found out about the volunteer program through CIS and have become school volunteers.

An additional indication that the program was successful is the fact that every adult present on the final night of the program signed a form indicating that they would be willing to serve on a committee to see the Community Involvement Seminars continue in the future. Many of these persons are now serving on the current committees to continue the program during 1980-81.

Summary of Results

In summary, the Community Involvement Seminars were successful in terms of an analysis of covariance showing that five of eight hypotheses regarding the efficacy of the program were confirmed ($p<.02$) using a separate-sample pretest-posttest control group design. Using a Chi-square analysis of an evaluation of the program, the Community Involvement Seminars were found to be positively evaluated by participants ($p<.01$) on all items used in the analysis. Although the program did not meet all of the six criteria for composition of a community education program, the Community Involvement Seminars

showed progress in each of the six components. In terms of human interaction as shown by involvement of adults in other educational programs, the Community Involvement Seminars appeared to be effective. In general, the program seemed to be successful.

Implications

The results of the study indicated that even a single program like the Community Involvement Seminars can be effective in increasing parents' perceived number of home-school interactions as well as increasing parents' participation in adult educational activities. In view of these findings and the lack of parental involvement in many of the public schools, such programs should at least be given consideration as one means of increasing parental involvement in the schools. Because of the interagency cooperation involved in this type of program, the cost to the school, with the exception of the salary of a community coordinator and some expenses for publicity, is minimal for the results which it produced.

The Community Involvement Seminars, in themselves, should not be viewed as an "end", but as a "means" to an end--the "end" in this case being parental involvement in the school. The educational value of a program such as the Community Involvement Seminars probably does not exist in an initial program, but in the positive attitudes toward the school personnel which such a program can engender. The final outcome of a program such as the Community Involvement Seminars is not more such programs; the final outcome is

involvement of community residents in the life of the school for the benefit of both students and adults.

Although the evaluation of the Community Involvement Seminars required some statistical skills, the actual presentation of such a program is not particularly complex and could be initiated by a principal or a volunteer working closely with the principal of a school. The key to success in this type of project, however, was ascertaining what classes are really of interest to community residents and school personnel.

In view of the number of schools which are closing in many areas of the United States today due to a decreased population among school aged children, many school districts should probably consider establishing community education projects to utilize buildings which are already in existence (Rising Above Decline, 1979). The Community Involvement Seminars type program or one similar to it, could be used as a format for beginning the processes of community education.

Recommendations for Further Study

Studies should be planned to gage the long term effectiveness of a program such as the Community Involvement Seminars as well as the interactive effects of a four component program, such as the Community Education Plan. Although the results of the CIS evaluation showed it to be successful, the effects over time might not be substantial unless followed by other programs of a similar nature. The researcher, who since the CIS study was completed, has implemented most aspects of the other programs in the Community Education Plan,

has noted an increased amount of parental involvement with each additional program. The effects of these programs seemed to be interrelated and should be investigated.

The evaluation of the program was conducted almost entirely in terms of parental perceptions. To determine the final effectiveness of parental involvement programs such as the Community Involvement Seminars, school personnel's, as well as students' perceptions should also be employed. Additional criteria, such as improved performance on academic tests would also need to be applied to a program before its value could be completely ascertained.

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APPENDIX A: VALIDATION PROCEDURES

TABLE 1

MEANS AND STANDARD DEVIATIONS FOR COMMUNITY COUNCIL VALIDATION

6 = Agree Strongly; 5 = Agree; 4 = Tend to Agree;
3 = Tend to Disagree; 2 = Disagree; 1 = Disagree Strongly

Item	Mean	Standard Deviation	Item	Mean	Standard Deviation
1	3.875	1.727	26	3.750	2.121
2	3.500	1.773	27	4.000	1.852
3	3.875	2.232	28	4.000	1.773
4	4.500	1.604	29	2.571	1.902
5	4.375	1.302	30	3.500	1.927
6	3.714	2.059	31	4.125	2.031
7	3.750	2.121	32	3.000	1.690
8	5.125	1.356	33	3.750	2.315
9	3.375	2.134	34	4.250	1.832
10	2.857	1.773	35	4.125	1.808
11	3.375	1.847	36	4.125	1.959
12	4.143	2.268	37	3.625	1.847
13	5.375	0.518	38	4.000	2.000
14	3.375	2.066	39	4.875	1.553
15	3.625	2.264	40	3.429	2.070
16	3.625	1.996	41	3.286	1.976
17	3.750	1.832	42	3.375	2.134
18	4.000	1.414	43	2.571	2.070
19	5.125	0.641	44	3.750	2.121
20	5.375	0.518	45	2.857	1.773
21	4.125	1.885	46	3.625	1.996
22	3.500	1.852	47	4.250	2.053
23	4.125	2.031	48	3.250	2.435
24	3.750	1.982	49	2.875	2.100
25	5.375	0.916			

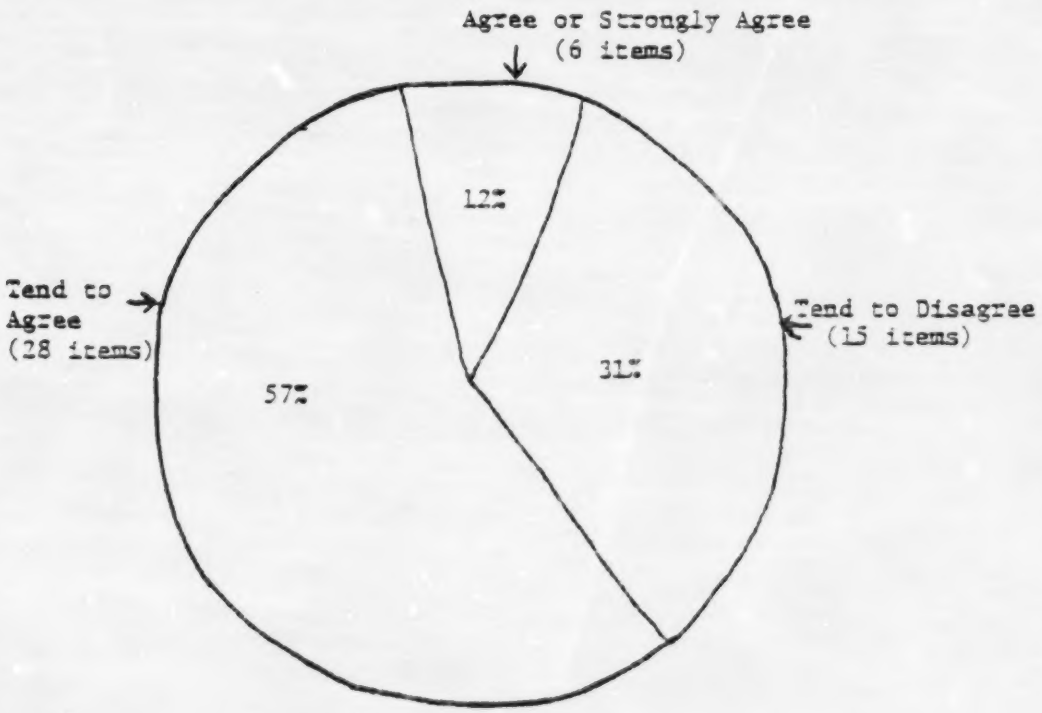
Community Council members were asked to rank each item on the Community Concerns Survey as to whether or not they agreed or disagreed that the item was representative of the original concerns they had expressed as a basis of the survey. Eight of the nine Council members responded.

APPENDIX A: VALIDATION PROCEDURES

TABLE 2

PERCENTAGES OF RESPONSE CATEGORIES ON VALIDATION PROCEDURE BY THE COMMUNITY COUNCIL

The Council ranked each item on the survey as to whether or not it accurately reflected their original concerns. They used the Strongly Agree to Strongly Disagree format. Their rankings of the 49 items are recorded below.



*No items fell in the Disagree or Disagree Strongly categories.

APPENDIX B: MEANS AND RANKS (CCS)

TABLE 1

MEANS AND RANKS FROM THE COMMUNITY CONCERNS SURVEY--
ELEMENATRY DATA

Respondent Group	Elementary Faculty		Elementary Community			Elementary Faculty		Elementary Community	
Item	Mean	Rank	Mean	Rank	Item	Mean	Rank	Mean	Rank
1	4.538	18	4.415	22	36	5.077	7	4.670	15
2	3.500	41	3.570	39	37	3.885	34	4.534	20
3	4.654	15	4.696	14	38	4.692	13	3.757	34
4	4.808	10.5	4.789	11	39	3.808	36	4.612	17
5	3.823	32	4.922	7	40	4.346	22	3.800	31
6	4.000	29	4.237	26	41	5.192	6	4.716	13
7	4.680	14	4.440	21	42	4.321	24.5	3.183	48
8	5.000	3	5.216	3	43	3.808	47	3.500	42
9	3.560	40	4.535	19	44	3.885	34	3.509	41
10	3.077	45	3.429	45	45	3.308	42	3.670	36
11	4.231	24.5	4.888	8	46	3.040	46	3.652	37
12	5.538	2	5.427	1	47	3.192	43	3.561	40
13	4.885	9	5.140	4	48	2.538	48	3.254	46
14	4.500	19	3.839	30	49	2.154	49	3.452	43.5
15	3.731	37	3.205	47					
16	4.462	20	3.879	29					
17	4.577	17	3.605	38					
18	4.154	27	4.600	18					
19	5.962	1	5.239	2					
20	4.769	12	4.635	16					
21	5.231	5	5.085	5					
22	3.577	39	3.675	35					
23	5.423	4	5.017	6					
24	3.654	38	4.828	10					
25	4.385	21	4.299	24					
26	3.962	30.5	2.829	49					
27	4.115	28	3.722	33					
28	4.192	26	3.781	32					
29	4.652	16	4.397	23					
30	3.885	34	4.739	12					
31	4.923	8	4.861	9					
32	3.962	30.5	3.897	28					
33	4.808	10.5	4.281	25					
34	3.160	44	3.542	43.5					
35	4.269	23	4.009	27					

APPENDIX C: FACTOR ANALYSIS DATA

TABLE 1

FACTOR ANALYSIS DATA

Factor	Name of Factor	Eigen Value	Percent Variance	Cumulative % Variance	Alpha*	Items in the Factor
1	School Organization for Student Variability	9.64	46.5	46.5	.90	6, 10, 14, 17 22, 26, 27, 28 32, 33, 34, 35 38, 42, 44, 46-49
2	School/Community Interaction	3.82	18.5	65.0	.83	5, 8-9, 11-13, 18, 21, 24-25, 29-31, 39
3	School/Community Environment	1.80	8.7	73.7	.62	7, 19-20, 23, 36, 40
4	School/Community Exchanges	1.06	5.1	78.8	.61	1, 3, 4
5-11	None	Less than 1.00	21.1 (total)	99.9	Less than .60	2, 15, 16, 37, 41, 43, 45

*Alpha - Alpha is the Cronbach alpha coefficient of reliability for each factor or subscale. The overall alpha for the entire instrument (all 49 items) is .915.

APPENDIX C: FACTOR LOADINGS FOR THE COMMUNITY CONCERNS SURVEY

TABLE 2

FACTOR LOADING FOR FACTOR ANALYSIS

Statement on the Community Concerns Survey	Item Number	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Teachers are aware of resources such as agencies, people or businesses in the community that can be used as resources in the classroom.	1				0.38825					
Most students obey teachers promptly.	2					0.39046				
Parents often have opportunities to support school activities.	3				0.62611					
The school staff seems to welcome visits of parents in the school.	4				0.47903					
Students would be better prepared for adulthood if they had an opportunity to choose studies from a greater selection of courses.	5		0.58191							
School personnel are aware of information about "helping agencies" in the community which can be shared with parents.	6	0.42587								
Students whose parents support school programs learn more effectively.	7			0.44129						
The school should promote appreciation of all cultures.	8		0.41019							
Young students who speak mostly or all Spanish learn more effectively when they are in bilingual education classes.	9		0.45436							

TABLE 2--Continued (Appendix C)

Statement on the Community Concerns Survey	Item Number	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
The school often seeks the advice of parents when trying something new or different.	10	0.50542								
Parents would like to know better ways to help their children achieve in school.	11		0.52670							
The school should have a staff person who is able to talk with parents who do not speak English.	12		0.62916							
The school should send a monthly calendar to parents about activities which are occurring at the school.	13		0.64649							
There are enough "check points" and tests to determine if children are learning what they should at each grade level.	14	0.52663								
The school would change some of its policies if asked by parents to do so.	15									0.32423
Students usually enjoy school.	16					0.72818				
Most teachers attempt to understand the home conditions of their students.	17	0.45354								
Most parents feel that talking with teachers will help solve problems that their children may be having in school.	18		0.43063							
Teachers are more effective when they have smaller groups of students in the classroom.	19			0.44809						
The physical condition of the school building affects how a student feels about himself/herself.	20			0.45631						
Qualified tutors are needed to work with individual students who need additional help in the classroom.	21		0.58545							
The school usually deals effectively with student behavior problems that interfere with the learning process.	22	0.61580								

TABLE 2--Continued (Appendix C)

Statement on the Community Concerns Survey	Item Number	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Knowledge of a student's home situation is important to the teacher in working with the student.	23		0.46057							
The school should offer a variety of night courses for adults.	24		0.55052							
The school building should be available to community groups after school hours.	25		0.15094							
Teachers know the parents of most of the students they teach.	26	0.46851								
Every student is encouraged to work at his/her own level of capability in school.	27	0.65372								
The school does a good job of keeping parents informed about their child's progress in school.	28	0.66755								
The purpose of bilingual education is to enable students to function successfully in the classroom in the English language.	29		0.39481							
Parents would support the school if they understood more about the school's programs and activities.	30		0.66236							
Schools should provide opportunities for parents to assist teachers through a Parent Volunteer Program.	31		0.54764							
The major role of the school is to teach basic skills such as reading and arithmetic.	32	0.43946								
Most parents have opportunities to talk with the teachers of their children.	33	0.48419								
The school is effective in disciplining students.	34	0.65576								
Teachers are aware that students from different cultures have different learning styles.	35	0.57614								

TABLE 2--Continued (Appendix C)

Statement on the Community Concerns Survey	Item Number	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
The principal has complete authority on how the school is operated.	44	0.50835								
The major role of the school is to teach appropriate social behavior.	45							0.36217		
Parents understand the role and responsibilities of the school principals.	46	0.50452								
The school provides sufficient challenge to all students.	47	0.60300								
The educational programs and facilities are about the same in schools through out the city.	48	0.56732								
Schools have enough special projects and classes for students who are exceptionally bright.	49	0.60188								

APPENDIX D

TABLE 1

SCHEFFE TESTS

Item	Group	Elementary Means	Item	Group	Elementary Means
5.	Teachers		31.	Teachers	
	Community			Community	
9.	Teachers	3.5600	34.	Teachers	
	Community	4.5714		Community	
11.	Teachers		36.	Teachers	
	Community			Community	
13.	Teachers		38.	Teachers	4.6923
	Community			Community	3.7396
17.	Teachers	4.5769	39.	Teachers	3.8077
	Community	3.5960		Community	4.8438
18.	Teachers		40.	Teachers	
	Community			Community	
19.	Teachers	5.9615	42.	Teachers	4.2308
	Community	5.3564		Community	3.0538
21.	Teachers		43.	Teachers	
	Community			Community	
22.	Teachers		49.	Teachers	2.1538
	Community			Community	3.1684
24.	Teachers	3.6538			
	Community	4.9798			
25.	Teachers				
	Community				
26.	Teachers	3.9615			
	Community	2.8144			
30.	Teachers	3.8846			
	Community	4.6869			

APPENDIX E

PRE/POST INSTRUMENT

Dear Parents:

Please help us with our school program by filling out the attached questionnaire and returning it to the school by tomorrow. Thanks!

Juan Ruiz, Principal

PLEASE CIRCLE THE ANSWER THAT BEST DESCRIBES YOUR CONTACT WITH THE SCHOOL. A SCHOOL STAFF MEMBER IS A TEACHER, AN AID, THE PRINCIPAL OR ANY OTHER WORKER AT THE SCHOOL.

1. During the last month (January, February on the posttest) I have talked with a school staff member at least—

   0 to 3 times 4 to 6 times 7 to 9 times 10 to 15 times

   16 to 20 times 21 or more times. (Circle one set of times.) +

2. During the current school year (beginning in September 1979) I have talked with a school staff member at least—

   0 to 3 times 4 to 6 times 7 to 9 times 10 to 15 times

   16 to 20 times 21 or more times. (Circle one set of times.) +

3. How many school staff members know you? (Circle one set of numbers.) +

   1, 2 or 3 4 to 6 7 to 9 10 to 15 16 to 20 21 or more.

4. How many school staff members do you feel that you know? (Circle one set of numbers.) +

   1, 2 or 3 4 to 6 7 to 9 10 to 15 16 to 20 21 or more.

Circle the number under the words that best explain how you feel about these statements, please.

5. The school offers some opportunities for adults to learn new skills.

AGREE STRONGLY (AS)	AGREE (A)	TEND TO AGREE (TA)	TEND TO DISAGREE (TD)	DISAGREE (D)	STRONGLY DISAGREE (SD)
1	2	3	4	5	6

6. There are enough educational opportunities for adults in the school area.

AS	A	TA	TD	D	SD
1	2	3	4	5	6

7. There are enough recreational opportunities for adults in the school area.

AS	A	TA	TD	D	SD
1	2	3	4	5	6

8. There are enough opportunities for school staff members and parents to get to know one another.

AS	A	TA	TD	D	SD
1	2	3	4	5	6

*9. Did you attend any of the Community Involvement Seminars?

Yes No (Circle one.)

THANKS FOR YOUR PARTICIPATION! PLEASE RETURN THIS TO THE SCHOOL TOMORROW.

SIGNED _____ GRADE LEVEL OF YOUR CHILD _____
(Parent's Signature)

*Appeared only on posttest.

+Categories based on recode procedure of

APPENDIX F

COMMUNITY INVOLVEMENT SEMINARS SURVEY*

Please do NOT place your name anywhere on this form. Please return this form to the community coordinator or your class instructor. The purpose of this survey is to help us improve our program. Thanks for your participation!

PLEASE CIRCLE THE APPROPRIATE ANSWER.

1. **I am a:**

   Parent **School Staff Member** **Teacher Corps Staff Member**

2. **Today's date is:**

   February 7 **February 14** **February 21**

3. **Did you enjoy this class?**

   Yes **No**

4. **Did you find the class informative?**

   Yes **No**

5. **Was the class the proper size to learn effectively?**

   Yes No—we had too many people No--we needed more people

6. How would you rate the instructor or instructors of this class activity?

   Excellent Good Fair Poor

7. When you signed up for this class, you probably had some idea of what you expected to learn. Did you learn what you expected?

   Yes No

8. Would you take an advanced or similar class/activity of this nature if offered again?

   Yes No

9. Was the class/activity fee satisfactory?

   Yes No

10. Please circle the class you attended this evening:

    Parent Class 4Income Tax 5Physical Fitness 6Guitar 7Defensive Driving 8Nutrition

    1Session I
    2Session II
    3Session III

THANK YOU FOR YOUR PARTICIPATION!

*Instrument items based on Wood and Santellanes, 1977.